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ABSTRACT

This self-monitoring instrument, developed by Elementary Secondary Education Act Title I personnel is divided into three major areas--program development, program implementation, and program review and reporting. Each area is divided into four two-part subsections. The first part includes a series of statements that are written in such form that each statement may be considered a criterion to be achieved or met by the local educational agency. Space is provided for a "Yes" or "No" response with additional space at the end of each criterion section for explanations or amplifications where these are needed. The second part contains statements based on law, regulations, or recommendations. A backup statement is provided for, each criterion. The basis for criteria and statements included in this instrument are: Federal Register, Vol. 38 No. 213 Part III, Nov. 6, 1973; Federal Register, Proposed Guidelines, Vol. 40 No. 48 March 11, 1975; Title I ESEA Program Directive, No. 24 January 1967; Title I ESEA Program Directive No. 44 and 45-A, August 1969; General Education Provisions Act, Section 434 (a) (2); Directions for Title I, Elementary and Secondary Education, North Carolina State Department of Public Instruction, October 1972; and, State Education Agency (SEA) positions. (Author/JM)

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ED120279

A SELF-MONITORING INSTRUMENT
TITLE I, ESEA
FOR NORTH CAROLINA LOCAL EDUCATION AGENCIES

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DIVISION OF COMPENSATORY EDUCATION
THE NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION
RALEIGH, NORTH CAROLINA
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PREFACE

For several years the SEA has monitored the Title I Program in each of the local educational agencies. One or two days were spent reviewing records and visiting schools. At the end of the visit, observations and recommendations were made. A written report was then mailed to the LEA.

It was extremely difficult to cover all areas and topics of concern related to federal and State law, rules and regulations during those visits. With changes and new federal regulations, complete monitoring will become even more difficult and time consuming on the part of both the SEA and the LEA.

In an effort to improve the monitoring process based upon a uniform set of criteria, the Title I personnel of the Compensatory Education Division of the North Carolina State Department of Public Instruction have developed a "TITLE I SELF-MONITORING INSTRUMENT."

Recognition is extended to a number of people in the field who read and criticized the instrument. Some members of this group also field tested the instrument and provided their observations of its use. Members of this committee were Title I directors from the following units: Anna Bass (Alamance County), Caryl Burns (Caldwell County), Barbara Davis (Charlotte/Mecklenburg), Harold C. Fields (Greensboro City), Delmar Roten (Ashe County), Samuel Smith (Haywood County), Kirby Watson (Moore County), and Aleine Kirchin (Rowan County).

This self-monitoring instrument is divided into three major areas - Program Development, Program Implementation, and Program Review and Reporting. Each of these three sections is further divided into four sub-sections. Each of the sub-sections is composed of two parts. The first part includes a series of statements that are written in such form that each statement may be considered a criterion to be achieved or met by the LEA. Space is provided for a Yes or No response with additional space at the end of each criterion section for explanations or amplifications where these are needed. The second part of the sub-section contains statements based upon law, regulations or recommendations. A back-up statement is provided for each criterion.

The basis for criteria and statements included in this instrument are:

Federal Register
Volume 38, Number 213, Part III
November 6, 1973

Federal Register
Proposed Guidelines
Volume 40, Number 48
March 11, 1975

Title I ESEA Program Directive
Number 24
January, 1967

Title I ESEA Program Directive
Number 44 and 45-A
August, 1969

General Education Provisions Act
Section 434 (a) (2)

Directions for Title I
Elementary and Secondary Education
North Carolina State Department of Public Instruction
October, 1972

SEA positions concerning quality programs for Title I pupils

The self-monitoring instrument provides a means of reviewing Title I program operations in terms of responses to criterion statements. Each criterion and its rationale statement should be studied. Careful and objective consideration should be given to each point. In almost all cases, a decision is to be made concerning whether the LEA does or does not meet the criterion.

The effectiveness of the instrument will be compromised if the leadership of the LEA is not involved in the monitoring process. This will probably involve using various leaders to reach consensus for completing different sections or sub-sections. Generally, a single individual should not attempt to complete the instrument.

It should be noted that in its loose leaf format the instrument may be used in a variety of ways. Some individuals may prefer to separate the criteria pages from the statements in order to use the instrument in a reference document style. At times it may be desirable to use only one or more sections. These may be removed for this purpose. Also, the SEA may update the instrument by replacing pages.

Appendix C is a profile chart which when completed should reflect the consensus of those who made the responses in the sub-sections. This profile should provide an overview of the Title I project and spotlight areas of strengths or weakness. After the instrument has been completed, specific plans should be developed and implemented to correct any problems that are discovered.

SOME USES OF THE INSTRUMENT

- The LEA may use the instrument to review its program operations prior to scheduled monitoring visit by the State Agency. During the State visit, a copy of the self-monitoring results could be shared, reviewed, and discussed.

- The LEA might monitor its program operation and provide a copy of its findings to the SEA in lieu of a monitoring visit from the State Agency.

- The LEA might use the instrument to monitor program operation one or more times during the year to determine the status of the Title I operation and to use the findings as a basis for change.

- Sub-sections might be used by certain groups or individuals for planning and implementing certain areas of the Title I operation.

- Sub-sections of the instrument might be used by special interest groups or individuals to monitor specific areas of concern.

- The instrument, or part of it, might be used in training sessions or workshops for special interest groups.

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I. PROGRAM DEVELOPMENT

THE LEA SYSTEMATICALLY:

A. DETERMINES ELIGIBLE ATTENDANCE AREAS

B. CONDUCTS NEEDS ASSESSMENT

C. CONCENTRATES ITS PROGRAM ACCORDING TO PRIORITY

D. SERVES ELIGIBLE PRIVATE SCHOOL CHILDREN

I. A.

ELIGIBLE ATTENDANCE AREAS

THE LEA SYSTEMATICALLY DETERMINES ELIGIBLE ATTENDANCE AREAS

CRITERIA:

1. Documented data supporting the number of children from low-income families are based on (mark those appropriate):

   a) updated U.S. Census YES__

   b) free lunch survey YES__

   c) Aid to Families with Dependent Children count YES__

   d) information which has been uniformly collected throughout the LEA YES__

2. Data supporting the numbers of children from low-income families are filed and readily available for review. YES__ NO__

3. Information based upon the Decennial Census or the Orshansky Index was used to determine which, if any, schools were approved as project schools on the basis of 30 percent children from low-income families. YES__ NO__ NA__

4. The LEA has correctly designated the project area for which the project is designed. YES__ NO__

5. The designated project area has been restricted in size so as to enhance the possible effectiveness of the project. YES__ NO__

6. Eligible attendance areas have not been skipped in the designation of project schools. (If answered NO, answer either a or b) YES__ NO__

   a) each skipped attendance area has been provided services from other funding sources of the same nature and scope as those provided under Title I YES__ NO__

   b) documentation is readily available to demonstrate that the incidence and severity of educational deprivation is substantially less in each skipped attendance area YES__ NO__

7. Each skipped eligible attendance area meets the test of comparability. YES__ NO__ NA__

8. Attendance areas that do not qualify for services in the current application but are receiving services did qualify and receive services in either of the two preceding years but not earlier than FY 75. YES__ NO__ NA__

COMMENTS:

I. A.

STATEMENTS CONCERNING ELIGIBLE ATTENDANCE AREAS

1. The number of children from low-income families may be determined by current data which reflects the number of children in families receiving AFDC or by data from any other "reliable and uniform" indicators of poverty. A combination of sources may be used but whatever data is used must be applied uniformly and should be readily accessible for review. [116a.20(f)].

2. The LEA must determine which attendance areas are eligible for Title I assistance and must maintain accurate records as to how attendance areas were chosen. This data must be available for review or audit and must be retained for a period of five years after the project has been closed. [116a.19, 116a.20, General Education Provisions Act, Section 431(a)(2)].

3. LEAs having schools qualified on the basis of 30 percent or more children from low-income families must use data based on the Decennial Census or Orshansky Index. [116a.20(b)(2)].

4. "Each application for a grant under Title I...shall designate the project area or the institution or special school for which the project is designed." A project area may include one or more school attendance areas having high concentrations of children from low-income families. [116a.20(a)] (116a.2).

5. "The project area must be sufficiently restricted in size in relation to the nature of the project as to avoid jeopardizing the effectiveness of the project in meeting its aims and objectives." [116a.20(a)].

6. A local educational agency shall not designate a school attendance area as a project area unless all attendance areas having higher concentrations of children from low-income families have been designated as project areas, [116a.20(c)], except:

   a) The LEA is not required to provide Title I services if services of the same nature and scope are available from other sources. [116a.20(c)].

   b) An area may be skipped if the incidence and severity of educational deprivation is substantially less than in other attendance areas and such can be demonstrated to the satisfaction of the SEA. [116a.20(c)(2)].

7. An eligible attendance area that is skipped must be comparable with the average of non-Title I schools before the SEA may approve the LEA's withholding Title I services from that school. Comparability must be maintained in that school during the year. [116a.20(c)(2)].

8. A school area that does not qualify for services as a project school may have

services continued for two years on the basis of its eligibility and the receipt of Title I services in either of the two previous years neither of which may be prior to FY 75. [116a.20(g)].

I. B.

NEEDS ASSESSMENT

THE LEA SYSTEMATICALLY CONDUCTS NEEDS ASSESSMENT

CRITERIA:

1. Needs were determined in consultation with:

   a) parents — YES__ NO__
   b) teachers — YES__ NO__
   c) representatives of private school children — YES__ NO__
   d) representatives of other agencies — YES__ NO__

2. Needs of educationally deprived children residing in the project area, including those enrolled in private schools, were considered and documented in the areas of:

   a) reading, oral and written communication — YES__ NO__
   b) mathematics — YES__ NO__
   c) support services — YES__ NO__ NA__

3. Needs of children in the following categories were considered:

   a) pre-school children — YES__ NO__
   b) elementary children — YES__ NO__
   c) secondary school children — YES__ NO__
   d) dropouts — YES__ NO__
   e) children in institutions for neglected — YES__ NO__ NA__
   f) handicapped children — YES__ NO__
   g) non-English speaking children — YES__ NO__ NA__

4. An order of priority has been established for:

   a) addressing the various needs that have been identified — YES__ NO__
   b) serving the categories of children who have such needs — YES__ NO__

5. Evaluation results of previous fiscal years were considered in the assessment of needs. — YES__ NO__

COMMENTS:

I. B.

STATEMENTS CONCERNING NEEDS ASSESSMENT

1. The special educational needs must be determined in consultation with teachers, parents, representatives of private school children, and representatives of other agencies which have a continuing and genuine interest in the children to be served; [116a.21(a)].

2. The needs of children, particularly as indicated by objective measures of educational deficiency in reading, written communication, and mathematics, must be carefully and fully documented; [116a.21(b)]. Support services, if included in the project, must be determined by an assessment of needs of educationally deprived children.

3. The assessment of needs must consider the needs of preschool children, children in early elementary grades, children in later elementary grades and secondary schools, dropouts, children in institutions for neglected children (regardless of whether they reside in eligible attendance areas), handicapped children, and non-English speaking children; [116a.21(c)].

4. An order of priority must be established for addressing the various needs which have been identified and serving the types of children who have demonstrated such needs; [116a.21(d)].

5. The assessment of needs must take into consideration the results of evaluations of Title I programs carried out in previous years. [116a.21(e)].

I. C.

CONCENTRATION ACCORDING TO PRIORITY

THE LEA SYSTEMATICALLY CONCENTRATES ITS PROGRAM ACCORDING TO PRIORITY

CRITERIA:

1. The project is based upon statistical information shown on an eligible Pupil and Personnel Location Chart (Appendix A) concerning:
   a) the incidence and severity of pupil basic skill needs YES__ NO__
   b) the number of participants YES__ NO__
   c) services to be provided YES__ NO__
2. The project has been designed to meet the highest priority instructional need area as identified in the LEA needs assessment before including a second priority need area. YES__ NO__
3. The project is concentrated particularly with respect to the improvement of the communication and/or computation skills of Title I pupils. YES__ NO__
4. The Title I program is concentrated in a limited number of eligible attendance areas. YES__ NO__
5. Title I instruction is concentrated primarily at the elementary grade level. YES__ NO__
6. A sequential grade compensatory instructional program has been implemented. YES__ NO__
7. Title I personnel are assigned to schools according to the incidence and severity of problems of the educationally deprived children. YES__ NO__
8. The identification of educationally deprived children eligible for Title I instruction is based upon an objective measurement of achievement. YES__ NO__
9. Each pupil assigned to the Title I program meets eligibility requirements as approved in the project application. YES__ NO__
10. Children who have the greatest educational needs are assigned to receive Title I instructional services. YES__ NO__

11. The project is concentrated on a limited number of educationally deprived children so as to show a marked degree of improvement in their educational attainment. YES__ NO__

12. The project is of sufficient size, scope, and quality to promise substantial progress toward meeting the program objectives. YES__ NO__

13. Services designed to meet the special needs of Title I students are provided under circumstances which do not:

    a) impair the effectiveness of the Title I Program YES__ NO__

    b) provide benefits to ineligible pupils YES__ NO__

14. Title I activities supplement and do not supplant the required instruction or any available support service. YES__ NO__

15. Title I participants receive supplementary instruction:

    a) daily YES__ NO__

    b) for the entire year YES__ NO__

16. Any Title I support services that are made available are provided only:

    a) in priority areas identified in the needs assessment YES__ NO__ NA__

    b) to children enrolled in Title I instructional programs YES__ NO__ NA__

    c) to children who have identified needs YES__ NO__ NA__

17. An individually written educational plan has been developed and is implemented for each Title I participant. YES__ NO__

COMMENTS:

I. C.

STATEMENTS CONCERNING CONCENTRATION

1. The LEA should locate the educationally deprived children in each basic skill area to be supplemented with Title I funds according to schools and grade location. The incidence and severity of these needs should be studied to determine where and to what extent remedial efforts might be administered in such concentrated amounts that substantial student improvements might be achieved. The project should be planned accordingly. [116a.21(b)] [116a.22(c)(e)].

2. Each project must be tailored toward meeting one or more of the specific educational needs of educationally deprived children as identified in the need assessment [116a.22(c-1)]. The greatest need should be met before attempts are made to fund programs in need areas of a lesser nature. Needs must be served in their identified priority order. (116a.21) [116a.22(b)].

3. Programs or projects shall be concentrated on a limited number of projects related to a limited number of educationally deprived children so as to give reasonable promise of promoting to a marked degree, improvements in the educational attainment of the children to be served, particularly with respect to attainment in reading, oral and written communication and mathematics. [116a.22(e)].

4. The Title I project should be concentrated in a limited number of eligible attendance area schools rather than diluted in a large number of schools. Schools having the highest concentration of poverty should be served before schools having a lesser amount of poverty. Since there seems to be some direct relation between chronic poverty and educational deprivation, the schools having the highest concentration of poverty should usually serve a larger proportion of children than schools with less poverty. [116a.20(a)]. [Program Guide 44 and 45-A (4.6)].

5. It is the recommendation of the SEA that first consideration for concentration of Title I funds should be at the elementary grade level in order that problems in the basic skill areas might be treated before they become acute at the secondary level. After the needs of children at this level have been met, consideration might be given to extending the program upward into the secondary grades according to need.

6. Compensatory instruction should be provided at each consecutive grade between the lowest and highest grade level to receive attention so that eligible children will not experience an instructional time gap.

7. Instructional personnel should be concentrated in schools and assigned to work according to the number of educationally deprived children and the degree of their needs with priority given to elementary programs.

8. Educationally deprived children means children who have needs for special educational assistance in order that their level of educational attainment may be raised to that appropriate for children of their age. (116.2). The

objective identification of these children requires an objective measure of achievement. Standardized achievement test scores are acceptable, however, no provisions are made for consideration of an anticipated grade achievement score which reflects the use of an I.Q. component. [116a.21(b)]. Children who are in need of the special educational services may not be denied participation on the ground that they are not children from low-income families or on the basis that they are not attending school. [116a.22(b)].

9. Lists of children eligible for Title I services and lists of actual Title I participants should be on file at the LEA level and in each project school. The lists should show the objective measure of achievement that made each child eligible for Title I instruction. The eligibility of each child should be reviewed after class rolls are completed. Children found not meeting the criteria in the approved project should not be included in the program. (116a.22).

10. The project must be designed to meet the special educational needs of those educationally deprived children who have the greatest need for assistance. [116a.22(b)]. Pupils who have a greater need should be selected before pupils who have a lesser need. Eligible pupils who are assigned to a program for exceptional children may, at the option of the LEA, be excluded from the Title I program.

11. The LEA must concentrate its efforts on a limited number of educationally deprived children so as to give reasonable promise of improvement in the educational attainment of children to be served. [116a.22(e)]. The greater the concentration of effort, as indicated by investment per child, the greater the likelihood that the program will have a significant impact on the child. The Title I investment per child on an annual basis which equals about one-half the expenditure per child from state and local funds for the regular LEA school program should contribute substantially to the achievement of a marked degree of improvement. The investment per child for a pre-school program should equal or surpass the expenditure per pre-school pupil from state and local funds. (Program Guide 44 and 45-A).

12. The project must be of sufficient size, scope and quality to give promise of substantial progress towards meeting the special educational needs of educationally deprived children. [116.22(d)]. The SEA recommends that professional personnel give direction to the Title I effort.

13. Title I services must be provided in such a way and in such a setting that the identified needs of the child may be met without interference to the learning process. Circumstances must prevail that do not impair the effectiveness of Title I services to educationally deprived children selected for instruction. [116a.22(c-2)]. Title I funds are categorical funds which should be used exclusively for the benefit of children assigned to the program.

14. Title I, ESEA funds must be used to supplement and increase the level of state and local funds that are made available for the education of pupils participating in the Title I project. All Title I programs should be planned and implemented in such manner that they clearly supplement state or local services. Pupil schedules should be cooperatively planned so that children enrolled in Title I instructional programs receive all of the instruction available from other sources to all pupils in the area to be supplemented by

Title I funds. Title I instruction should be scheduled so that it will be in addition to other instruction in that specific area. Support services from state and local sources should be provided equally to all pupils. Title I pupils must receive their fair share of those services. Title I support services should be assigned to supplement state and local support services that eligible Title I pupils have already received. (116.30).

15. The instructional program must be of sufficient size, scope and quality to give reasonable promise of substantial progress towards meeting the needs of educationally deprived children. [116a.22(d)]. Title I participants should be provided supplementary instruction on a daily basis and for the entire year so that substantial achievement might be possible.

16. Instructional and support services must be used to meet the special educational needs of the educationally deprived children as identified in the needs assessment. Title I is intended to be an instructional program and any support activity must be designed to help achieve the instructional objective. Only those pupils who have identified needs which interfere with the learning process and who are enrolled in the Title I instructional program may receive Title I support services. Title I programs may not be designed and implemented to meet the general needs of the school or the school at large, or the needs of a specific grade in a school. [116a.22(c-1)].

17. Although not required, the SEA encourages LEAs to provide an individualized written educational plan for each participant as agreed upon jointly by the LEA, the parent or guardian of the child, and where appropriate the child. This plan should be maintained and periodically evaluated. [116a.22(f)].

I. D.

PRIVATE SCHOOL CHILDREN

THE LEA SERVES ELIGIBLE PRIVATE SCHOOL CHILDREN

CRITERIA:

1. The LEA has provided special educational services to educationally deprived children residing in its school district who are enrolled in approved private schools. YES__ NO__ NA__

2. The LEA has on file evidence to show that Title I services have been offered through approved private schools to educationally deprived children even though no Title I services are being provided. YES__ NO__

3. The following criteria have been met if Title I, ESEA services are offered to educationally deprived students in approved private schools:

   a) Form 441C, signed by a responsible official of each private school has been filed with the appropriate agency. YES__ NO__

   b) A needs assessment has been conducted in order that a determination may be made of the most severe instructional needs area, the extent to which these needs might be provided, and the number of children who will participate. YES__ NO__

   c) The services and activities are comparable (in quality, scope, and opportunity) to those provided to educationally deprived children in the public schools. YES__ NO__

   d) Title I services are performed by non-private school employees except for services performed by private school employees outside of their regular hours of duty. YES__ NO__

   e) The LEA maintains administrative direction and control over:

      1. equipment and materials YES__ NO__
      2. Title I personnel who provide services to the educationally deprived students in private schools YES__ NO__

3. legal compliance and implementation of an effective Title I program YES__ NO__

4. Students receiving Title I services live in project school attendance areas. YES__ NO__

5. Provisions have been made to avoid separate classes where there is joint participation between children in the public schools and children in the private schools. YES__ NO__ NA__

COMMENTS:

I. D.

STATEMENTS CONCERNING SERVICES TO PRIVATE SCHOOL CHILDREN

1. The LEA shall provide special educational services to educationally deprived children residing in its school district who are enrolled in approved private schools. The services shall be consistent with the number of educationally deprived children and the nature and extent of their educational deprivation. (116a.23a).

2. If, through mutual agreement between the LEA and the approved private school, no Title I, ESEA services are offered to the educationally deprived students in the private schools, the LEA shall have on file evidences that such services have been offered. (116a.23-1).

3. a. Civil Rights Assurances must be supplied by authorities of a private school before Title I activities may be conducted in the private school. To allow children in segregated private schools to participate in Title I or other federally financed programs would be inconsistent with requirements that public schools desegregate. The LEA must, therefore, secure from each private school an assurance, form HEW 441C, signed by the responsible private school official and file this form with appropriate agencies as designated by HEW. (Program Directive # 24).

   b. A needs assessment of children residing in the eligible LEA attendance areas who are enrolled in the private school must be conducted in order that a determination may be made of the most severe instructional need areas, the extent of these needs, and the purpose of determining the types of special Title I services that might be provided to these children. (116a.21) [116a.23(b)].

   c. Title I, ESEA services should be allotted in accordance with the number of students to be served and the needs to be met based upon findings of the assessment of need of eligible children enrolled in the private school. Although these services may be different from those provided to public school children, they must be comparable in quality, scope and opportunity to services provided from Title I sources to public school children with needs of equally high priority. [116a.23(c)].

   d. Provisions for special educational services for educationally deprived children enrolled in private schools shall not include the payment of salaries for teachers or other employees of private schools except for services performed outside their regular hours of duty and under public supervision and control. [116a.23(f)].

   e. The expenditure of Title I funds are subject to state and federal programs and/or fiscal audits. The LEA has the responsibility and obligation for seeing that Title I funds are used in a legal manner and as approved by the State Educational Agency. Any equipment loaned to the private school remains the property of the local board of education. Any personnel paid from Title I funds who provide services

to eligible private school children are employees of the local board of education. The LEA has the responsibility of supervising and controlling the use of equipment, materials, and Title I personnel with the assistance and guidance of the private school. The LEA should assume this responsibility to the extent necessary to assure legal compliance and implementation of an effective Title I program. [116a.23(f)].

4. Only those children who reside within a public school attendance area designated as a project area are eligible for Title I services. Therefore, the residence of each participant must be recorded. (116a.23a).

5. Any project to be carried out in public facilities and involving a joint participation of children enrolled in private schools and children enrolled in public schools shall include provisions as are necessary to avoid classes which are separated by school enrollment or religious affiliation of the children. (116a.23e).

II. PROGRAM IMPLEMENTATION

THE LEA SYSTEMATICALLY:

A. MEETS PARENT ADVISORY COUNCIL REQUIREMENTS

B. EMPLOYS STAFF MANAGEMENT PRACTICES

C. CONDUCTS STAFF DEVELOPMENT ACTIVITIES

D. CONTROLS THE USE OF EQUIPMENT AND MATERIALS

II. A.

PARENT ADVISORY COUNCILS

THE LEA SYSTEMATICALLY MEETS PARENT ADVISORY COUNCIL REQUIREMENTS

CRITERIA:

1. Parent Advisory Councils have been established for:

   a) the entire school district YES__ NO__

   b) each project school YES__ NO__

2. The LEA has met the following provisions for establishing district and school level councils:

   a) appropriate procedure and publicity for the nomination and selection of PAC members have been carried out YES__ NO__

   b) all parents of children eligible to attend project schools were given opportunity to participate in the selection of PAC members YES__ NO__

   c) consent has been given by eligible parents to be identified so that they may be considered for membership on an advisory council YES__ NO__

   d) members have been selected by parents in the project school attendance area YES__ NO__

   e) the majority of its members are parents whose children participated in the program in the preceding year or are participating in the current year's program YES__ NO__

   f) the names of the council members have been available to the public through appropriate notices YES__ NO__

   g) the names of members of the advisory councils are available upon request YES__ NO__

   h) the district-level advisory council membership is on file with the SEA YES__ NO__

3. The PAC has been provided copies of:

   a) Title I of the Act — YES__ NO__
   b) Federal Regulations and Guidelines — YES__ NO__
   c) State Title I Regulations and Guidelines — YES__ NO__
   d) the current application — YES__ NO__
   e) current implementation progress reports — YES__ NO__
   f) appropriate orientation and training materials — YES__ NO__

4. The LEA has given the PAC responsibility for advising it in the planning, implementing, and evaluating of the Title I project. — YES__ NO__

5. The LEA has provided each PAC with:

   a) the Agency's plans for future projects and amendments — YES__ NO__
   b) a description of the process of planning and developing those projects and programs — YES__ NO__
   c) the projected times at which each stage of the process will start and be completed — YES__ NO__

6. Each PAC has:

   a) reviewed the needs of the educationally deprived children — YES__ NO__
   b) reviewed the available programs to meet these needs — YES__ NO__
   c) made recommendations concerning the needs to be addressed by Title I — YES__ NO__
   d) been involved in the planning and design of project activities — YES__ NO__
   e) been involved in the implementation and operation of the project — YES__ NO__

7. Each PAC has:

   a) reviewed the evaluation of prior Title I programs — YES__ NO__
   b) been informed of evaluation plans for current or new programs — YES__ NO__

c) been involved in the evaluation of the project YES__ NO__

8. The LEA informs and consults with parents of participants concerning:

a) services to be provided their children YES__ NO__

b) the performance of their own children YES__ NO__

c) ways they can help their children benefit from these services YES__ NO__

9. The LEA has developed adequate procedures to insure prompt response to complaints and suggestions from parents and PACs. YES__ NO__

10. All parents of participants have had opportunity to express their views to the appropriate PACs concerning the project application. YES__ NO__

11. a) each PAC has had opportunity to submit its comments concerning the project application to the LEA YES__ NO__

b) the LEA has considered these comments prior to approving the application to be submitted to the SEA YES__ NO__

12. PAC meetings are held at least four times per year. YES__ NO__

13. Minutes of each meeting are on file and available for review by the general public. YES__ NO__

14. Principals and Title I teachers are actively involved in PAC activities. YES__ NO__

COMMENTS:

II. A.

STATEMENTS CONCERNING PARENT ADVISORY COUNCILS

1. The LEA must establish an advisory council for the entire school district, an advisory council for each project school, and may establish intermediate councils for groups of schools within the LEA. [116a.25(a)].

2. The LEA must follow Federal Guidelines for establishing district and school level councils:

   a) The LEA, after consultation with the district advisory council, shall establish appropriate procedures for the nomination and selection of parents of participants and other persons for service on district and school advisory councils. Such procedures shall include provisions for providing adequate notice to the parents and the general public of time, place, and method whereby such selection will be made. [116a.25(d)].

   b) All the parents of children eligible to attend a public school serving a project area, including parents of children living in such area and enrolled in private schools, shall be eligible to participate in the selection of members of the appropriate district and intermediate councils and the school advisory council of that school. [116a.25(b)].

   c) Consent must be given by parents of participants in the project to be identified so that they may be considered for membership on the councils. [116a.25(c)].

d - h) Each council shall have, as a majority of its members, parents of children (including parents of private school children) who participated in the program in the preceding year or who are participating in the current school year's program. A district-wide or intermediate advisory council must be composed of members selected by the parents of the school attendance areas designated as project areas. The district-wide council list must be on file with the State Agency. School advisory councils must be composed of members selected by the parents in the school attendance areas of such councils. Upon the selection of members of the councils, the names of all members of such councils shall be made available to the public through appropriate notices and continue to be available upon request. [116a.25 (a-1, 2) (d)].

3. Each council has been furnished free of charge copies of Title I of the Act, Federal Regulations, Guidelines, and criteria issued pursuant thereto, State Title I Regulations and Guidelines, the local educational agency's current application, periodic progress reports on the implementation of the currently approved Title I program, appropriate orientation and training materials and such other information and documents (including prior applications for Title I projects and evaluations thereof) as may be needed for the effective involvement of each such council in the planning, development, operation, and evaluation of Title I projects. [116a.25(g-1)] and [116a.25(a-4)].

4. The LEA shall give the parent advisory council responsibility for advising it in the planning for, and the implementation and evaluation of, the Title I program or project. [116a.25(a-3)].

5. The LEA shall provide each council with the Agency's plans for future Title I projects and programs, together with a description of the process of planning and developing these projects and programs, and the projected time at which each state of the process shall start and be completed. [116a.25(g-2)].

6. Each council shall have adequate opportunity to consider the information available concerning the special educational needs of the educationally deprived children residing in the various area(s), and the various programs available to meet those needs, and to make recommendations concerning those needs which should be addressed by the Title I program and similar programs. [116a.25(g-3)]. The council shall be involved in the planning, development, and operation of projects under Title I. [116a.25(g-1)].

7. Each council shall have the opportunity to review evaluations of prior Title I programs and shall be informed of the performance criteria by which the proposed program is to be evaluated. [116a.25(g-4)]. The council shall be involved in the evaluation of the project. [116a.25(g-1)].

8. The Title I program in each project area shall include specific provisions for informing and consulting the parents concerning the services to be provided for their children under Title I, the performance of their children, and ways in which such parents can assist their children in realizing the benefits those services are intended to provide. [116a.25(g-5)].

9. The LEA shall provide adequate procedures to insure prompt response to complaints and suggestions from parents and the parent councils. [116a.25(g-6)].

10. All parents of children to be served shall have an opportunity to present their views concerning the application to the appropriate school council. [116a.25(g-7)].

11. Each council shall have opportunity to submit its comments to the LEA which shall consider such comments in determining whether or not the application shall be approved and submitted to the SEA. [116a.25(g-7)].

12. Each parent advisory council should meet no less than four times each year and such additional times as may be necessary for the effective operation of the PAC to fulfill its legal obligations. [116a.25(h)].

13. Copies of the minutes of each district PAC should be on file in the Title I director's office and should be made available for review by the general public. Also, it is recommended that copies of the minutes of each intermediate or school PAC be on file in the central office. [116a.25(h)] (116.35).

14. School principals and Title I teachers should be actively involved in parent advisory council meetings as necessary to provide information and explanations about the Title I instructional program and support services, hear complaints and suggestions, discuss problems and possible solutions, and generate a positive atmosphere of cooperation between the parents and the school. [116a.25(h)].

II. B.

STAFF MANAGEMENT

THE LEA SYSTEMATICALLY EMPLOYS STAFF MANAGEMENT PRACTICES

CRITERIA:

1. The LEA has distributed an organizational chart to all Title I and other appropriate personnel which shows the staffing pattern at the LEA level and which reflects responsibilities for Title I personnel, program supervision, and administration. YES__ NO__

2. A current job description for each type Title I position, as approved in the project proposal:

   a) is on file in the Title I office YES__ NO__

   b) was distributed to each person filling that type position YES__ NO__

3. All professional educational personnel:

   a) hold current North Carolina Class A or G certificates YES__ NO__

   b) are certified to work in the positions assigned YES__ NO__

4. Other specialists:

   a) are certified YES__ NO__ NA__

   b) have assignments that are in keeping with their certification YES__ NO__ NA__

5. All approved positions in the project application have been filled. (Appendix B). YES__ NO__

6. Personnel are assigned to positions as approved in the application. YES__ NO__

7. Each Title I employee has been assigned only those duties, activities, or services that are directly related to the approved project. YES__ NO__

8. All Title I employees are assigned to perform services that supplement rather than supplant services required or available from local or State sources. YES__ NO__

9. The number of pupils assigned teachers, tutors, or support personnel does not exceed that approved in the project. YES__ NO__

10. All Title I para-professionals are supervised by highly qualified professionals. YES__ NO__

11. All Title I employees are included in the employee performance evaluation system. YES__ NO__

12. The LEA affords each employee an opportunity to review and to respond to the individual's performance evaluation. YES__ NO__

COMMENTS:

II. B.

STATEMENTS CONCERNING STAFF MANAGEMENT PRACTICES

1. An organizational chart showing the staffing pattern at the LEA level which reflects direct and/or indirect responsibilities for Title I personnel, program supervision, and administration should be carefully prepared in order that specific assignments of responsibilities might be made, lines of authority may be established, conflicts in responsibilities may be alleviated, and a cooperative working relationship developed. This organizational chart should be distributed annually and each time any changes are made that alter the chart.

2. Responsibilities of each type Title I position in the LEA should be listed in a formal job description. This description should be given to and reviewed with each employee and the person responsible for supervising or overseeing the employee. This should be done on an annual basis and immediately upon the employment of a new person.

3. The SEA recommends that only the most highly qualified personnel be employed to fill Compensatory positions. Title I personnel should meet North Carolina Department of Public Instruction and State Board of Education certification requirements. Certification should be current and standard. Teachers should be qualified to teach at the grade level and in the area assigned. Supervisors and administrators should be certified in supervision and administration, respectively. It is strongly recommended that a reading certification requirement be considered as one criterion for the employment of Title I professional reading personnel.

4. The SEA recommends that only the most highly qualified personnel be employed to fill Compensatory positions. The qualifications and certification of professional personnel who provide ancillary services should be in keeping with their assignments and with State standards.

5. All positions requested by the LEA and approved by the SEA were considered essential to the successful implementation of the Title I project and should be filled with properly qualified people immediately upon their availability in order that the educationally deprived children may receive maximum benefits from their services. (116.41). The SEA should be notified of positions no longer considered essential to the achievement of project objectives.

6. The LEA has indicated a need for a specified number of each type of position based upon a compensatory plan designed to meet specifically identified needs of educationally deprived students in identified schools. Positions must be filled and assigned as approved. Any necessary changes in personnel must be requested by the LEA and approved by the SEA prior to such changes being made. Such changes must be justified on the basis of need. (116.41).

7. Title I funds are categorical funds, and as such, may be used only to implement an approved compensatory program for educationally deprived children.

Personnel to be paid from these funds may be assigned only those duties and responsibilities which lead directly to the achievement of the approved project objectives. (Memo I-89).

8. All Title I employees must be assigned to work with Title I students and must render services which clearly supplement the instructional activities or support services that are provided or made available from other sources to all children. (116.30).

9. The number of pupils assigned Title I personnel should not exceed that approved in the project. The ratio of children to instructional staff should be low enough to provide concentrated, individualized services. [Program Guide 44-45A (5.1)]. It is recommended that each Title I kindergarten teacher's load be no greater than 23 pupils and that the daily load of a laboratory teacher who is provided with a full-time aide be limited to no more than 40 or 50 pupils per day with no class size greater than 8 or 10 pupils. A smaller teaching load should be assigned teachers not having the assistance of a full-time aide. Tutors working with individual pupils for 15 minutes duration should be assigned no more than 15 or 16 pupils per day. The ratio of support personnel to clients should be such that those support services needed to assure each child's educational achievement can be provided.

10. Highly qualified professionals should be assigned the responsibility of diagnosing the unique instructional needs of the Title I participants, prescribing the specific instruction for their particular needs and implementing or closely supervising and evaluating the prescribed instruction which is performed by para-professional personnel.

11. The LEA's established employee performance evaluation system should include the evaluation of all Title I employees to assure that valid learning experiences relative to the abilities, cultural backgrounds, and level of motivation of the children they serve are provided.

12. Results of the evaluation shall be shared in an assessment interview between, (as appropriate) the principal, the Title I supervisor, the Title I director, the Title I teacher or Title I aide. Opportunity must be given to the employee to respond orally and in writing to the evaluation. A summary of the evaluation and the response shall be filed in the personnel records.

II. C.

STAFF DEVELOPMENT

THE LEA SYSTEMATICALLY CONDUCTS STAFF DEVELOPMENT ACTIVITIES

CRITERIA:

1. Documentation exists to show that a need assessment has been conducted to identify current Title I personnel instructional skill needs, or related competencies necessary to improve the effectiveness of the project. YES__ NO__

2. The LEA has conducted staff development activities for:

   a) Title I professionals YES__ NO__
   b) Title I para-professionals YES__ NO__
   c) volunteers assisting in the project YES__ NO__
   d) PAC members YES__ NO__

3. Staff development activities for Title I personnel were:

   a) directly related to the services performed YES__ NO__
   b) designed to meet the highest priority identified need YES__ NO__

4. Staff development activities were conducted jointly for Title I teachers and aides who work together. YES__ NO__

5. The total faculty of each project school and the central office staff were provided information about or orientation to:

   a) the Title I Regulations and Guidelines YES__ NO__
   b) needs assessment YES__ NO__
   c) the approved Title I instruction and support plans YES__ NO__
   d) procedures and criteria for selecting Title I participants YES__ NO__
   e) evaluation plans YES__ NO__
   f) parent involvement YES__ NO__

COMMENTS:

II. C.

STATEMENTS CONCERNING STAFF DEVELOPMENT

1. Staff development training must be directly related to the instructional and support skill needs of Title I personnel necessary for the development of competencies required for program or project effectiveness. (116.42a). The LEA should periodically assess its Title I training needs.

2. Although Federal Guidelines do not require that Title I personnel be involved in staff development activities, Title I funds may be used for pre- and inservice training of Title I staff members, PAC members, and volunteers who are engaged in performing specific services related to approved Title I programs or projects. [116.42(a)]. The SEA recommends the involvement of those personnel in carefully planned activities that will lead to the improvement of the Title I instructional program.

3. Staff development activities must be directly related to the service in which each person will be engaged under Title I and to their needs for the development of competencies required for program or project effectiveness. (116.42a). The highest priority needs, as identified by a formal needs assessment, should be met before needs of a lesser nature are considered.

4. The LEA shall provide a coordinated program of training in which the aides participate together with the professional staff whom they will assist. (116.32).

5. In order for the greatest amount of improvement to be achieved by the Title I participants, the total staff of each project school as well as the central office staff should have explained to them and should understand the purpose and intent of the Title I Program, the Title I Regulations and Guidelines, specific plans for program implementation in the LEA and in the particular school; and cooperative plans should be made for coordinating their efforts towards improving the achievement of Title I participants in the areas of emphasis.

II. D.

EQUIPMENT AND MATERIALS

THE LEA SYSTEMATICALLY CONTROLS THE USE OF EQUIPMENT AND MATERIALS

CRITERIA:

1. Materials used in each activity are designed so that educationally deprived children can perform successfully. YES__ NO__

2. Materials purchased for each activity are:

   a) in adequate supply to meet program needs YES__ NO__

   b) not in excess of the quantity required for project implementation YES__ NO__

3. Equipment, materials and supplies purchased with Title I funds are being used to achieve the project's objectives. YES__ NO__

4. An appropriate inventory record system of Title I equipment is maintained. YES__ NO__

5. A physical inventory of equipment is taken at least once every two years. YES__ NO__

6. Each item of equipment purchased with Title I funds is permanently labeled as Title I property. YES__ NO__

7. All equipment purchased by Title I is needed in the current project activities. YES__ NO__

8. Title I equipment is located so as to enhance its exclusive use in Title I activities. YES__ NO__

9. The LEA maintains control of the use of Title I equipment loaned to private schools or institutions. YES__ NO__ NA__

10. A control system is implemented to prevent loss, damage or theft of property. YES__ NO__

11. Maintenance procedures are implemented to keep property in good condition. YES__ NO__

12. Proper transfer procedures are followed in the disposition of surplus equipment to insure its use by other USOE programs, federal programs, or the LEA. YES__ NO__

13. Proper sale procedures are followed to insure the highest possible return for surplus equipment to be sold. YES__ NO__

14. Proper disposal procedures are followed in the disposition of worthless equipment. YES__ NO__

COMMENTS:

II. D.

STATEMENTS CONCERNING EQUIPMENT AND MATERIALS

1. Books, including both hard-bound and paper-bound; films; filmstrips; programmed learning materials; slides; commercial overlays; pictures; kits of learning materials, etc., are approvable items in Title I projects if they are appropriate to use with educationally deprived children in an approved Title I educational program. Books and other materials that are inappropriate for educationally deprived children and/or those intended for general use in the school library or non-Title I courses are not approvable. (Directions for Title I, p. 51, 10.5).

2. a) Materials purchased for each Title I activity should be purchased in quantities as sufficient for the program.

   b) The expenditure requested for such items as paper, reproduction supplies, etc., should be proportionate to the number of educationally deprived children in the project. (Directions for Title I, p. 51, 10.5).

3. Equipment and materials purchased by Title I, ESEA funds are to be used to support the Title I program and its objectives. (116.36).

4. Property records shall be maintained accurately and provide for: 1) A description of the property; 2) Manufacturer's serial number or other identification number; 3) Acquisition date and cost; 4) Source of the property; 5) Percentage of Federal Funds used in the purchase of the property; 6) Location, use, and condition of the property; and 7) Ultimate disposition data including sales price or the method used to determine current fair market value if the grantee reimburses the Federal Government for the Federal Share. [100b.215(d)(1)].

5. "A physical inventory of property shall be taken and the results reconciled with the property records at least once every two years to verify the existence, current utilization, and continued need for the property." [100b.215(d)(2)].

6. Each item of Title I equipment should be conspicuously and permanently marked or labeled for easy identification as Title I property to be used for Title I purposes.

7. The recipient shall retain such property in the project as long as there is a need for such property to accomplish the purpose of the project, whether or not the project continues to be supported by Federal Funds. [100b.215(b)(1)].

8. Title I equipment is located in such places and under such controls in project schools that it is immediately and constantly available for Title I personnel to use with Title I pupils.

9. Equipment purchased with Title I funds may, if needed to accomplish the objectives of the project, be placed temporarily in private schools or institutions. Title to and control of the equipment remains with the LEA which is to maintain records for and to account for the equipment. When the equipment is no longer needed for the project or whenever it is not being used solely for Title I purposes, it must be removed from the private school. [116.36(b)].

10. A control system shall be implemented to prevent loss, damage or theft of property. Any losses must be investigated and fully documented. The LEA shall be responsible for replacement and repair in instances due to negligence of the LEA. [100b.215(d)(3)].

11. "Adequate maintenance procedures shall be implemented to keep the property in good condition." [100b.215(d)(4)].

12. When property is no longer needed to accomplish the purpose(s) of the Title I project, the LEA shall use the property in accordance with other federal awards it has received in the following order:

    a) the property may be transferred to other USOE programs needing the property

    b) the property may be transferred to other federal agencies (United States Department of Agriculture - School Food Service) needing the property

    If the property is not needed in any federally assisted project, the LEA may use the property without reimbursement if the property had a per unit cost of $500 or less and was used for four years or more.

    Title I maintains a continuing vested interest in this property and it shall be returned to Title I for further disposition if no longer needed as outlined above. This property is subject to recall to Title I use in the event of need. [100b.215(b)(2)].

13. Title I property no longer needed for the project and costing $500 or more, or used less than four years, must be sold with reimbursement to the Federal Government. [100b.215(b)(2) and (c), and Memo I-130, June 17, 1974]. The LEA may purchase surplus Title I property for it's own use at the fair market value as approved by the North Carolina Division of Purchase and Contract. Disposition instructions from the State Title I Office must be requested for property costing more than $1,000 per unit. Sale procedures will be conducted according to State law dealing with the disposition of surplus property and which will result in the highest possible return. [PL-115.126(b)] [100b.215(d)(5)].

14. Equipment which is worn out or obsolete and of no value should be reported to the SEA on the standard disposition form with a request to discard the equipment. After the Title I fiscal section approves the request, the equipment should be junked and this fact recorded in the LEA equipment inventory system.

III. PROGRAM REVIEW AND REPORTING

THE LEA SYSTEMATICALLY:

A. MEETS COMPARABILITY REQUIREMENTS

B. MANAGES AND MONITORS ITS PROJECT

C. EVALUATES ITS TITLE I PROJECT

D. DISSEMINATES PROJECT INFORMATION

III. A

COMPARABILITY

THE LEA SYSTEMATICALLY MEETS COMPARABILITY REQUIREMENTS NA__

CRITERIA:

1. The LEA administrative staff have been made aware of:

   a) the concepts of comparability among Title I and non-Title I schools YES__ NO__

   b) the penalties of failure to achieve and maintain comparability YES__ NO__

2. The LEA has delegated responsibilities for completing comparability reports and monitoring the maintenance of comparability. YES__ NO__

3. The LEA has implemented a written plan for regularly monitoring the maintenance of comparability. YES__ NO__

4. Records and worksheets demonstrating the maintenance of comparability for the entire year are filed, readily available and auditable. YES__ NO__

COMMENTS:

III. A.

STATEMENTS CONCERNING COMPARABILITY

1. a) Services provided by State and local funds in Title I project areas must be at least comparable to the services being provided with State and local funds in schools serving attendance areas not being served by Title I. [116a.26(e)]. Comparability may be defined as meaning that the pupil/instructional staff ratio, the per pupil instructional staff cost and the per pupil cost for other instructional expenditures from State and local sources in each Title I project school is at least equal to the average costs in these areas of non-Title I schools of comparable grade content. (116a.26).

   b) LEAs having project and non-project schools of similar grade content must achieve and maintain comparability throughout the school year. If comparability has not been achieved by December 1, the SEA must suspend the approved project until comparability has been achieved. [116.26(f)]. If, after December 1, the SEA finds that the LEA has not maintained comparability or taken immediate action to correct the lack of comparability, the SEA is required to suspend approval of the project as of the date the SEA discovers the problem. [116.26(f)].

2. There should be clear understanding concerning who has responsibility for monitoring comparability. The LEA must submit annually a Comparability Report to the SEA on a date set by the U. S. Commissioner of Education or an alternate date set by the SEA. The requirements of the report are defined in Regulation 116a.26(b). The LEA must maintain comparability throughout the year. [116a.26(e & f)].

3. The LEA should have a written plan including who has responsibilities for monitoring comparability, an outline of procedures to be followed, dates for monitoring and steps to be followed if problems are discovered. The LEA must maintain comparability throughout the school year. [116a.26(e & f)].

4. The LEA must maintain all backup data, including records and worksheets, demonstrating the maintenance of comparability for each entire school year. They must be filed and maintained in such a manner that they may be readily reviewed by the public or officials for information or audit. [116a.26(m)].

III. B.

MANAGEMENT AND MONITORING

THE LEA SYSTEMATICALLY MANAGES AND MONITORS ITS TITLE I OPERATION

CRITERIA:

1. The LEA has a Title I management information and reporting system that provides for the planning and controlling of staff activities associated with:

a)	establishing and maintaining Title I Organization/ LEA communication channels	YES__ NO__
b)	permitting timely response to Federal/SEA information requirements	YES__ NO__
c)	fiscal management -- all areas	YES__ NO__
d)	Title I school eligibility	YES__ NO__
e)	project school identification	YES__ NO__
f)	comparability	YES__ NO__
g)	resource identification/coordination/utilization	YES__ NO__
h)	private school participation	YES__ NO__
i)	parental involvement	YES__ NO__
j)	needs assessment	YES__ NO__
k)	Title I participant eligibility	YES__ NO__
l)	performance objectives	YES__ NO__
m)	compliance with regulations and guidelines	YES__ NO__
n)	evaluation	YES__ NO__
o)	project management/administration	YES__ NO__
p)	dissemination	YES__ NO__
q)	inservice training - staff	YES__ NO__
r)	inservice training - parents	YES__ NO__

2. The LEA has policies and objectives for monitoring visits to project schools and other project components. YES__ NO__

3. The LEA schedules regular visits to each project school and other project components. YES__ NO__

4. The LEA monitors the following areas of concern in each project school and other project components:

a)	school eligibility	YES__ NO__
b)	comparability	YES__ NO__
c)	project budget	YES__ NO__
d)	needs assessment	YES__ NO__
e)	participant eligibility	YES__ NO__
f)	performance objectives	YES__ NO__
g)	resource identification/coordination/utilization	YES__ NO__
h)	staff development	YES__ NO__
i)	parental involvement	YES__ NO__
j)	private school pupil participation	YES__ NO__
k)	project scope	YES__ NO__
l)	project size	YES__ NO__
m)	project quality	YES__ NO__
n)	evaluation design	YES__ NO__
o)	dissemination design	YES__ NO__
p)	project management/administration	YES__ NO__
q)	compliance with federal and State regulations and guidelines	YES__ NO__

5. The LEA has procedures and guidelines to respond to complaints from target schools, other project components, Title I parent councils, parents, community groups, etc. YES__ NO__

COMMENTS:

III. B.

STATEMENTS CONCERNING MANAGEMENT AND MONITORING

1. A management plan should include at least the following: a) the function or activity, b) the responsible individual, c) individuals or groups to be involved, d) dates that reports, meetings or activities are due.

2. Good management practices require that policies and objectives be established for monitoring visits to target schools and other Title I project components. These policies should be clearly understood by all concerned administrative, instructional, supportive and clerical personnel prior to monitoring visits. Provisions should be made for post-visit conferences between concerned personnel as well as the opportunity for written responses.

3. Regular monitoring visits by the Title I administrator as well as other responsible officials must be made in order to assure compliance with regulations and fidelity of operation with the approved project. These visits to project schools and to other project components should be made on a regularly scheduled basis. Also, provision for impromptu visits should be included.

4. As a minimum, the LEA must monitor those areas of concern required by federal or State law and regulations. This should be done when each project school and other project components are visited. This monitoring should include verification of records and reports as well as program operation.

5. The LEA should establish procedures and guidelines for investigating and resolving complaints from interested individuals and groups. Procedures should provide for speedy disposition of all complaints with written responses from appropriate officials to the complainant and copies to officials or agencies involved. Reports should provide for a summary of the results of the investigation and a statement of the disposition of the complaint. [116a.25(g)(6)]. All such reports must observe the rights of parents and students as specified in the "Family Educational Rights and Privacy Act" of 1974.

III. C.

EVALUATION

THE LEA SYSTEMATICALLY EVALUATES THE TITLE I PROGRAM

CRITERIA:

1. A copy of the previous year's LEA evaluation of the Title I funded activities is on file in each project school. YES__ NO__

2. The LEA Title I evaluation results from the previous year have been reviewed with each:

   a) project school faculty YES__ NO__

   b) school parent advisory council YES__ NO__

3. Evaluation findings have been used in need assessment studies. YES__ NO__

4. The LEA Title I objectives in each instructional area, as measured in terms of objective standards or norms, during the previous school year were (mark one):

   a) exceeded at each grade level YES__

   b) achieved at each grade level YES__

   c) achieved at some grade levels but not at others YES__

   d) not achieved at any grade level YES__

5. The LEA Title I objectives in each support area were achieved during the previous school year. YES__ NO__ NA__

6. Plans for Title I instructional improvement, based upon evaluation results, have been:

   a) cooperatively developed with the faculty of each project school YES__ NO__

   b) distributed to the faculty of each project school YES__ NO__

   c) discussed with the faculty of each project school YES__ NO__

7. The current written evaluation plan, including procedures, techniques, and evaluation design,

   a) has been shared with and explained to the faculty of each project school YES__ NO__

b) is at that point in its implementation as called for in the plan YES__ NO__

8. The LEA has developed procedures, including instruments, for identifying and evaluating exemplary programs in project schools which may merit validation. YES__ NO__

9. The LEA has identified the _____ program in _____ School as an exemplary Title I program. YES__ NO__

10. The LEA has established procedures and has developed instruments for evaluating the effectiveness of staff development of Title I personnel. YES__ NO__

11. The LEA has established procedures and has developed instruments for evaluating the effectiveness of PAC activities. YES__ NO__

COMMENTS:

III. C.

STATEMENTS CONCERNING EVALUATION

1. It is recommended that a copy of the annual LEA Title I evaluation report be placed on file in each project school for the information and convenience of teachers and parents who may wish to review the effectiveness of the Title I program.

2. a) The annual LEA evaluation results should be reviewed with the Title I and regular teachers at the beginning of each school year to determine the degree of progress being made and to decide what cooperative instructional improvements might be implemented during the current year.

   b) The evaluation of the previous school year's program should be reviewed with the PAC to inform the council of progress made towards the stated objectives and to obtain their views of improvements which might be made. [116a.25(g)(4)].

3. The assessment of needs must take into consideration the results of evaluations of Title I programs carried out in previous years. [116a.21(e)].

4. The project should be sufficiently well planned and effectively implemented so as to make reasonable progress towards meeting the project objectives. [116a.23(a)]. Although it is realized that the LEA may not reach its objectives, the LEA is encouraged to keep its objectives sufficiently high so that a concerted and sustained effort must be exerted to reach them. It is the recommendation of the SEA that the objectives of the LEA for the Title I program be no less than one month's progress or equivalent for each month of instruction.

5. An annual assessment should be made of the support services to assure that objectives have been met. These objectives should be clearly and realistically stated in terms of the types of changes sought and the degree of change which can be expected in such service areas. Title I support services can be justified only to the degree that they enhance achievement in Title I instructional areas.

6. a) After the LEA project evaluation has been completed and studied, a plan for improving the Title I instructional program should be developed. The development of this plan might involve teachers, supervisors, administrators, and parents.

   b) A copy of the Title I instructional plan to be followed, including changes based upon the evaluation, should be placed in the hands of each person who will be directly or indirectly involved in its implementation.

c) The written descriptive Title I instructional plan should be discussed with Title I teachers, support personnel, regular classroom teachers from whom Title I pupils are drawn, supervisors, and administrators early in the school year, preferrably prior to the beginning of instruction.

7. A current written evaluation plan including procedures, techniques, and design as well as an implementation schedule should be developed. This completed plan should be explained to the total faculty of each project school and should be followed.

8. The LEA should develop procedures for identifying and evaluating exemplary programs in project schools that may merit evaluation. It may be helpful to develop written criteria to determine these outstanding programs.

9. Each LEA should identify at least one of its Title I programs which has exemplary characteristics. This program might be used as an observation and/or training site for personnel within the unit.

10. One of the most effective means for improving any project is the improvement of the effectiveness of personnel who implement the program. Procedures should be developed to measure the effectiveness of staff development activities.

11. Procedures should be developed to measure the effectiveness of parent advisory council activities.

III. D.

DISSEMINATION

THE LEA SYSTEMATICALLY DISSEMINATES TITLE I INFORMATION TO INTERESTED INDIVIDUALS AND AGENCIES

CRITERIA:

1. There is documentary evidence to show that the LEA reviews, selects, and disseminates significant information on the latest developments and most recent experiments in Compensatory Education to teachers and educational administrators. YES__ NO__

2. There is documentary evidence to show that the LEA disseminates significant information concerning:

   a) Title I legislation to:

      1. the local school system professional staff YES__ NO__
      2. parents of participants YES__ NO__
      3. PACs YES__ NO__
      4) local groups YES__ NO__

   b) Past and current Title I programs to:

      1. the local school system professional staff YES__ NO__
      2. parents of participants YES__ NO__
      3. PACs YES__ NO__
      4. local groups YES__ NO__
      5. groups beyond the LEA boundary YES__ NO__

   c) Evaluations to:

      1. the local school system professional staff YES__ NO__
      2. parents of participants YES__ NO__
      3. PACs YES__ NO__
      4. local groups YES__ NO__
      5. groups beyond LEA boundary YES__ NO__

3. Copies of Title I project applications, project evaluations, comparability reports, and other reports submitted to the State Agency are provided free, or at reasonable cost, to parents and other members of the public upon request. YES__ NO__

COMMENTS:

III. D.

STATEMENTS CONCERNING DISSEMINATION

1. The LEA shall review, select, and disseminate to teachers and educational administrators, significant information on the latest development and most recent experiments in education so that such information will be available for use in program planning and operation. Provisions in that regard may include, among other things, inservice education, professional workshops and seminars, consultations and visitations, and reports on the organization, operation, and outcome of projects under Title I of the Act. (116.34).

2. The LEA shall disseminate information concerning the provisions of Title I, and the applicant's past and present Title I programs (including evaluations of such programs) to parents and to the general public. (116.34) (116.35) [116a.25(g)(1)].

3. The LEA shall make available to parents and the general public, upon their request, documents as may be reasonably necessary to meet their needs for information related to the comprehensive planning, operation, and evaluation of the Title I program. Information relating to the performance of identified children and teachers shall not be included. Upon request, copies of such documents shall be provided free of charge or at reasonable cost, not to exceed the additional costs incurred which are not covered by Title I funds. Provisions may also be made for persons requesting such copies to be given adequate opportunity to arrange for the reproduction of such documents. (116.35).

APPENDICES

APPENDIX A

PUPIL AND PERSONNEL OVERVIEW CHART

LEA _____

FY _____

SUBJECT AREA OF _____

GIVE THE CRITERION USED TO DETERMINE THE NUMBER OF EDUCATIONALLY DEPRIVED PUPILS _____

GIVE THE CRITERION USED TO SELECT TITLE I PUPILS TO BE SERVED _____

ELIGIBLE SCHOOLS LISTED IN INCOME DEPRIVATION RANK ORDER (Page 2)--------	Rank Order No__ Grade Span____	Rank Order No____ Grade Span_____	Rank Order No____ Grade Span_____	Rank Order No____ Grade Span_____	Rank Order No____ Grade Span_____	

GRADE LEVEL	NUMBER OF PUPILS BY GRADES										GRADE TOTALS	
	No. of Ed. Deprived Pupils	Pupils to be served	No. of Ed. Deprived Pupils	Pupils to be served	No. of Ed. Deprived Pupils	Pupils to be served	No. of Ed. Deprived Pupils	Pupils to be served	No. of Ed. Deprived Pupils	Pupils to be served	No. of Ed. Deprived Pupils	Pupils to be served
K												
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												
SCHOOL TOTALS												
No. of Title I Instructional Staff — Prof.												
No. of Title I Instructional Staff — Para.												
Pupil/Professional Ratio												
Non-Title I Compensatory Staff — Prof.												
Non-Title I Compensatory Staff — Para.												
Additional Deprived Title I Pupils Served												
Total Deprived Title I Pupils Not Served												

DIRECTIONS FOR COMPLETING APPENDIX A CHART

Information to be provided on the form titled PUPIL AND PERSONNEL OVERVIEW CHART is intended to provide the LEA and SEA with data concerning the concentration of children who have educational problems in each instructional area supplemented with Title I funds according to individual schools and grades. Also, it will show where and to what extent Title I instruction is being provided. Directions for filling in this information on this form are below:

1. SUBJECT AREA. Complete one sheet for each Title I instructional activity.
2. EDUCATIONALLY DEPRIVED PUPILS. State the criterion used in the current project for conducting the needs analysis for this particular subject area. For example, you may have identified the number of students in grades 1-8 found to be six months or more below grade level in reading comprehension as measured by the Metropolitan Achievement Test.
3. PUPILS TO BE SERVED CRITERION. State the objective educational deprivation criterion (criteria) approved in the current project for the selection of participants in this specific instructional area.
4. ELIGIBLE SCHOOLS LISTED IN INCOME DEPRIVATION RANK ORDER. All eligible schools listed on Page 2 of the current project should be listed in order from left-to-right, highest-to-lowest. Indicate the rank order number and show the grade span included in the school.
5. NUMBER OF EDUCATIONALLY DEPRIVED PUPILS BY GRADES. The number of educationally deprived pupils as well as the number of pupils to be served should be indicated for each grade and for each school for the specific instructional service for which this sheet is completed. Total each grade for both numbers of eligible pupils and pupils to be served.
6. SCHOOL TOTALS. Total the number of deprived pupils and pupils to be served for each school.
7. TITLE I INSTRUCTIONAL STAFF. Give the number of each type of Title I instructional staff (professional and para-professional) for each school for this subject area.

   Example: Professionals (teachers) - 2

   Para-Professionals (aides or tutors) - 2

8. PUPILS/PROFESSIONAL RATIO. This should be calculated only for professionals.
9. NON-TITLE I COMPENSATORY STAFF. Give the number of other compensatory positions in this particular subject area in each school. For example, reading staff positions funded by Migrant Education, Indian Education Act, ESAA, local, or State Compensatory positions.
10. Give the number of additional educationally deprived pupils to be served from those other sources.
11. Show the number of educationally deprived pupils who will not be served by Title I or some other compensatory program.

APPENDIX B

STAFF ASSIGNMENT CHART

NAME OF LEA _____ FY _____

I. Administrative Staff:

Name	Assignment	Area of Certification	Class of Certification	Time employed by Title I

II. Supportive Staff:

Name	Assignment	Area of Certification	Class of Certification	Time employed by Title I

III. Instructional Staff: *

School _____; Deprivation Rank Order _____; Title I Grade Levels ____

PROFESSIONAL

Name	Assignment	Pupil Load	Area of Certification	Class of Certification	Time spent in this school

PARA-PROFESSIONAL

Name	Assignment	Qualification	Time spent in this school

*NOTE: Repeat this format for each school that has assigned Title I Personnel.

DIRECTIONS FOR COMPLETING

APPENDIX B CHART

The staff assignment chart was designed to provide current information on the qualifications and assignment of the individual Title I staff members approved in the project according to schools. Fill in the information requested.

The administrative and support staff information need be filled in only on the first school chart.

APPENDIX C

LEA _____

DATE _____

TITLE I SELF-MONITORING PROFILE CHART

(BASED UPON THE COMPLETION OF THE SELF-MONITORING INSTRUMENT)

	0	1	2	3	4	5
I. PROGRAM DEVELOPMENT						
THE LEA SYSTEMATICALLY:						
1. DETERMINES ELIGIBLE ATTENDANCE AREAS						
2. CONDUCTS NEEDS ASSESSMENT						
3. CONCENTRATES ITS PROGRAM ACCORDING TO PRIORITY						
4. SERVES ELIGIBLE PRIVATE SCHOOL CHILDREN						
II. PROGRAM IMPLEMENTATION						
THE LEA SYSTEMATICALLY:						
1. MEETS PARENT ADVISORY COUNCIL REQUIREMENTS						
2. EMPLOYS STAFF MANAGEMENT PRACTICES						
3. CONDUCTS STAFF DEVELOPMENT ACTIVITIES						
4. CONTROLS THE USE OF EQUIPMENT AND MATERIALS						
III. PROGRAM REVIEW AND REPORTING						
THE LEA SYSTEMATICALLY:						
1. MEETS COMPARABILITY REQUIREMENTS						
2. MANAGES AND MONITORS ITS PROJECT						
3. EVALUATES ITS TITLE I PROJECT						
4. DISSEMINATES PROJECT INFORMATION						
	0	1	2	3	4	5

RATING SCALE

0. NOT APPLICABLE
1. FAILS TO MEET NEEDS - MUCH BELOW AVERAGE - EXTREME NEED FOR IMPROVEMENT
2. FAILS TO MEET NEEDS - BELOW AVERAGE - GREAT NEED FOR IMPROVEMENT
3. MEETS NEEDS - AVERAGE - IMPROVEMENTS COULD BE MADE
4. MEETS NEEDS - ABOVE AVERAGE
5. EXEMPLARY - MUCH ABOVE AVERAGE - WORTHY OF DISSEMINATION

INSTRUCTIONS FOR COMPLETING THE APPENDIX C
SELF-MONITORING PROFILE CHART

The Self-Monitoring Profile Chart provides a rating scale for use in summarizing responses made to the criteria in the twelve (12) subsections of the Title I Self-Monitoring Instrument.

The same people involved in the self-monitoring process should jointly complete the profile sheet. Sufficient time and adequate meeting space should be reserved to permit discussion of individual ratings in order to reach a consensus on the twelve (12) items listed on the profile chart. The consensus should be recorded on a single Self-Monitoring Profile Chart thereby reflecting the agreed upon status of the LEA's Title I program.

The profile thus obtained indicates the general strengths and weaknesses of the Title I program. More specific information about these strengths and weaknesses can be derived from the study of the responses to criterion statements included in the longer self-monitoring instrument.

RATING SCALE DEFINITIONS

0 - NOT APPLICABLE - This rating should be used when, due to circumstances, the criteria in a major area are not appropriate and consequently no practices exist to satisfy them.

1 - FAILS TO MEET NEEDS - (Much below average - extreme need for improvements) This rating should be used when there has been no effort, insignificant effort to satisfy minimum needs, or existing practices are so poorly implemented that there is extreme need to initiate plans and make drastic improvements to meet minimum needs.

2 - FAILS TO MEET NEEDS - (Below average - great need to improve) This rating should be used when the existing practices in the topic areas fail to meet enough of the requirements or recommendations implied in the criteria to satisfy even minimal needs and there is great need for improvement.

3 - MEETS NEEDS - (Average - improvement could be made) This rating should be used when the existing practices in the topic area satisfy the requirements and recommendations implied in the criteria to the degree that minimal needs are met, but there is still need to improve what currently exists.

4 - MEETS NEEDS - (Above average) This rating should be used when the existing practices in a topic area satisfy the requirements and recommendations implied in the criteria in a commendable manner and to the degree that there is little need to improve what currently exists.

5 - EXEMPLARY - (Much above average - worthy of dissemination) This rating should be used when the existing practices in the topic area exceed the requirements and recommendations implied in the criteria in every respect and to the degree that others might benefit from information about this area if it were in proper form for dissemination.

GLOSSARY

GLOSSARY

ATTENDANCE AREA:

The geographical area in which the children who are normally served by a particular public school reside. An attendance area for an elementary school may not necessarily be coterminous with an attendance area for a secondary school.

BASIC SKILLS:

The arithmetical and communicational skills. Arithmetical skills comprise computational and reasoning skills; and communicational skills incorporate the skills of reading, oral and written communication.

DECENNIAL CENSUS:

The census of United States citizens conducted each tenth year by the United States Department of Commerce.

EDUCATIONALLY DEPRIVED CHILDREN:

The term used to designate children who have need for special educational assistance in order that their level of educational attainment may be raised to that appropriate for children of their age. It also includes children who are handicapped or who are in institutions for neglected.

ELIGIBLE SCHOOL:

A school which qualifies for Title I services but which may or may not have a program.

EVALUATION:

The determination of the success or failure of a project. There are TWO types of evaluations:

A. Process evaluation - An evaluation conducted during the entire time the project is in operation which determines whether the project is operating as it should; that is, whether it is following Title I rules and is serving the needs of a limited number of children chosen to participate in the project.

B. Product evaluation - An evaluation conducted at the end of a project which determines how successfully the project has met predetermined objectives; that is, whether the project did what it was supposed to do.

INDIVIDUALIZED INSTRUCTION:

The organizational arrangements, and the instructional pattern, activities, and materials which are specifically designed and employed to meet the individual deficiencies and learning gaps of project participants.

INSTITUTION FOR NEGLECTED CHILDREN:

A public or private non-profit residential facility (other than a foster home) which is operated primarily for the care of at least ten children who have been committed to the institution, or voluntarily placed in the institution for an indefinite period, and for whom the institution has assumed or been granted custodial responsibility pursuant to applicable State law, because of the abandonment of or neglect by, or death of, parents or persons acting in the place of parents.

OBJECTIVE MEASUREMENT:

A systematic sample of performance obtained under prescribed conditions and scored according to definite rules, thus assuring that equally competent scorers will get the same results. Instruments which provide objective measurement include achievement tests, criterion referenced tests, and diagnostic tests.

ORSHANSKY INDEX:

The scale used to determine the number of "poor" in the decennial census which utilizes family income, the number of family members, and their place of residence (rural or urban) as an index of poverty.

PROJECT AREA:

An attendance area, or combination of attendance areas, having a high concentration of children from low-income families which, without regard to the locality of the project itself, is designated as an area from which children are to be selected to participate in a project.

PROJECT SCHOOL:

A school in an eligible Title I attendance area having a Title I instructional program.

SUPPLEMENT:

To add to. As concerns ESEA Title I, funds used to supplement State and local funds for education of a special group of children identified under Title I requirements. Title I funds are to be used to provide instructional or auxiliary services above or in addition to those ordinarily provided with State or local funds for Title I participants.

SUPPLANT:

To replace or to be used instead of. As concerns ESEA Title I, funds which should not take the place of State and local funds for the education of a special group of children identified under Title I requirements. Title I funds are not to be used to provide instructional or auxiliary services that are ordinarily provided with State or local funds for Title I children.

SYSTEMATICALLY:

Thoroughly covering an area according to an orderly scheme or plan.

A TITLE I SELF-MONITORING INSTRUMENT

(CRITERIA SECTION)

PAGE

I. PROGRAM DEVELOPMENT

A. ELIGIBLE ATTENDANCE AREAS 1

B. NEEDS ASSESSMENT 3

C. CONCENTRATION ACCORDING TO PRIORITY 5

D. PRIVATE SCHOOL CHILDREN 7

II. PROGRAM IMPLEMENTATION

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B. STAFF MANAGEMENT 13

C. STAFF DEVELOPMENT 15

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III. PROGRAM REVIEW AND REPORTING

A. COMPARABILITY 19

B. MANAGEMENT AND MONITORING 21

C. EVALUATION 23

D. DISSEMINATION 25

WORK SHEETS 27

Division of Compensatory Education
Department of Public Instruction
Raleigh, North Carolina

February, 1976

I. A.

ELIGIBLE ATTENDANCE AREAS

THE LEA SYSTEMATICALLY DETERMINES ELIGIBLE ATTENDANCE AREAS

CRITERIA:

1. Documented data supporting the number of children from low-income families are based on (mark those appropriate):

   a) updated U.S. Census YES__

   b) free lunch survey YES__

   c) Aid to Families with Dependent Children count YES__

   d) information which has been uniformly collected throughout the LEA YES__

2. Data supporting the numbers of children from low-income families are filed and readily available for review. YES__ NO__

3. Information based upon the Decennial Census or the Orshansky Index was used to determine which, if any, schools were approved as project schools on the basis of 30 percent children from low-income families. YES__ NO__ NA__

4. The LEA has correctly designated the project area for which the project is designed. YES__ NO__

5. The designated project area has been restricted in size so as to enhance the possible effectiveness of the project. YES__ NO__

6. Eligible attendance areas have not been skipped in the designation of project schools. (If answered NO, answer either a or b) YES__ NO__

   a) each skipped attendance area has been provided services from other funding sources of the same nature and scope as those provided under Title I YES__ NO__

   b) documentation is readily available to demonstrate that the incidence and severity of educational deprivation is substantially less in each skipped attendance area YES__ NO__

7. Each skipped eligible attendance area meets the test of comparability. YES__ NO__ NA__

8. Attendance areas that do not qualify for services in the current application but are receiving services did qualify and receive services in either of the two preceding years but not earlier than FY 75. YES__ NO__ NA__

COMMENTS:

I. B.

NEEDS ASSESSMENT

THE LEA SYSTEMATICALLY CONDUCTS NEEDS ASSESSMENT

CRITERIA:

1. Needs were determined in consultation with:

   a) parents — YES__ NO__
   b) teachers — YES__ NO__
   c) representatives of private school children — YES__ NO__
   d) representatives of other agencies — YES__ NO__

2. Needs of educationally deprived children residing in the project area, including those enrolled in private schools, were considered and documented in the areas of:

   a) reading, oral and written communication — YES__ NO__
   b) mathematics — YES__ NO__
   c) support services — YES__ NO__ NA__

3. Needs of children in the following categories were considered:

   a) pre-school children — YES__ NO__
   b) elementary children — YES__ NO__
   c) secondary school children — YES__ NO__
   d) dropouts — YES__ NO__
   e) children in institutions for neglected — YES__ NO__ NA__
   f) handicapped children — YES__ NO__
   g) non-English speaking children — YES__ NO__ NA__

4. An order of priority has been established for:

   a) addressing the various needs that have been identified — YES__ NO__
   b) serving the categories of children who have such needs — YES__ NO__

5. Evaluation results of previous fiscal years were considered in the assessment of needs. — YES__ NO__

COMMENTS:

I. C.

CONCENTRATION ACCORDING TO PRIORITY

THE LEA SYSTEMATICALLY CONCENTRATES ITS PROGRAM ACCORDING TO PRIORITY

CRITERIA:

1. The project is based upon statistical information shown on an eligible Pupil and Personnel Location Chart (Appendix A) concerning:
   a) the incidence and severity of pupil basic skill needs YES__ NO__
   b) the number of participants YES__ NO__
   c) services to be provided YES__ NO__
2. The project has been designed to meet the highest priority instructional need area as identified in the LEA needs assessment before including a second priority need area. YES__ NO__
3. The project is concentrated particularly with respect to the improvement of the communication and/or computation skills of Title I pupils. YES__ NO__
4. The Title I program is concentrated in a limited number of eligible attendance areas. YES__ NO__
5. Title I instruction is concentrated primarily at the elementary grade level. YES__ NO__
6. A sequential grade compensatory instructional program has been implemented. YES__ NO__
7. Title I personnel are assigned to schools according to the incidence and severity of problems of the educationally deprived children. YES__ NO__
8. The identification of educationally deprived children eligible for Title I instruction is based upon an objective measurement of achievement. YES__ NO__
9. Each pupil assigned to the Title I program meets eligibility requirements as approved in the project application. YES__ NO__
10. Children who have the greatest educational needs are assigned to receive Title I instructional services. YES__ NO__

11. The project is concentrated on a limited number of educationally deprived children so as to show a marked degree of improvement in their educational attainment. YES__ NO__

12. The project is of sufficient size, scope, and quality to promise substantial progress toward meeting the program objectives. YES__ NO__

13. Services designed to meet the special needs of Title I students are provided under circumstances which do not:

    a) impair the effectiveness of the Title I Program YES__ NO__

    b) provide benefits to ineligible pupils YES__ NO__

14. Title I activities supplement and do not supplant the required instruction or any available support service. YES__ NO__

15. Title I participants receive supplementary instruction:

    a) daily YES__ NO__

    b) for the entire year YES__ NO__

16. Any Title I support services that are made available are provided only:

    a) in priority areas identified in the needs assessment YES__ NO__ NA__

    b) to children enrolled in Title I instructional programs YES__ NO__ NA__

    c) to children who have identified needs YES__ NO__ NA__

17. An individually written educational plan has been developed and is implemented for each Title I participant. YES__ NO__

COMMENTS:

I. D.

PRIVATE SCHOOL CHILDREN

THE LEA SERVES ELIGIBLE PRIVATE SCHOOL CHILDREN

CRITERIA:

1. The LEA has provided special educational services to educationally deprived children residing in its school district who are enrolled in approved private schools. YES__ NO__ NA__

2. The LEA has on file evidence to show that Title I services have been offered through approved private schools to educationally deprived children even though no Title I services are being provided. YES__ NO__

3. The following criteria have been met if Title I, ESEA services are offered to educationally deprived students in approved private schools:

   a) Form 441C, signed by a responsible official of each private school has been filed with the appropriate agency. YES__ NO__

   b) A needs assessment has been conducted in order that a determination may be made of the most severe instructional needs area, the extent to which these needs might be provided, and the number of children who will participate. YES__ NO__

   c) The services and activities are comparable (in quality, scope, and opportunity) to those provided to educationally deprived children in the public schools. YES__ NO__

   d) Title I services are performed by non-private school employees except for services performed by private school employees outside of their regular hours of duty. YES__ NO__

   e) The LEA maintains administrative direction and control over:

      1. equipment and materials YES__ NO__
      2. Title I personnel who provide services to the educationally deprived students in private schools YES__ NO__

3. legal compliance and implementation of an effective Title I program YES__ NO__

4. Students receiving Title I services live in project school attendance areas. YES__ NO__

5. Provisions have been made to avoid separate classes where there is joint participation between children in the public schools and children in the private schools. YES__ NO__ NA__

COMMENTS:

II. A.

PARENT ADVISORY COUNCILS

THE LEA SYSTEMATICALLY MEETS PARENT ADVISORY COUNCIL REQUIREMENTS

CRITERIA:

1. Parent Advisory Councils have been established for:

   a) the entire school district YES__ NO__

   b) each project school YES__ NO__

2. The LEA has met the following provisions for establishing district and school level councils:

   a) appropriate procedure and publicity for the nomination and selection of PAC members have been carried out YES__ NO__

   b) all parents of children eligible to attend project schools were given opportunity to participate in the selection of PAC members YES__ NO__

   c) consent has been given by eligible parents to be identified so that they may be considered for membership on an advisory council YES__ NO__

   d) members have been selected by parents in the project school attendance area YES__ NO__

   e) the majority of its members are parents whose children participated in the program in the preceding year or are participating in the current year's program YES__ NO__

   f) the names of the council members have been available to the public through appropriate notices YES__ NO__

   g) the names of members of the advisory councils are available upon request YES__ NO__

   h) the district-level advisory council membership is on file with the SEA YES__ NO__

3. The PAC has been provided copies of:

   a) Title I of the Act YES__ NO__
   b) Federal Regulations and Guidelines YES__ NO__
   c) State Title I Regulations and Guidelines YES__ NO__
   d) the current application YES__ NO__
   e) current implementation progress reports YES__ NO__
   f) appropriate orientation and training materials YES__ NO__

4. The LEA has given the PAC responsibility for advising it in the planning, implementing, and evaluating of the Title I project. YES__ NO__

5. The LEA has provided each PAC with:

   a) the Agency's plans for future projects and amendments YES__ NO__

   b) a description of the process of planning and developing those projects and programs YES__ NO__

   c) the projected times at which each stage of the process will start and be completed YES__ NO__

6. Each PAC has:

   a) reviewed the needs of the educationally deprived children YES__ NO__

   b) reviewed the available programs to meet these needs YES__ NO__

   c) made recommendations concerning the needs to be addressed by Title I YES__ NO__

   d) been involved in the planning and design of project activities YES__ NO__

   e) been involved in the implementation and operation of the project YES__ NO__

7. Each PAC has:

   a) reviewed the evaluation of prior Title I programs YES__ NO__

   b) been informed of evaluation plans for current or new programs YES__ NO__

c) been involved in the evaluation of the project YES__ NO__

8. The LEA informs and consults with parents of participants concerning:

   a) services to be provided their children YES__ NO__

   b) the performance of their own children YES__ NO__

   c) ways they can help their children benefit from these services YES__ NO__

9. The LEA has developed adequate procedures to insure prompt response to complaints and suggestions from parents and PACs. YES__ NO__

10. All parents of participants have had opportunity to express their views to the appropriate PACs concerning the project application. YES__ NO__

11. a) each PAC has had opportunity to submit its comments concerning the project application to the LEA YES__ NO__

    b) the LEA has considered these comments prior to approving the application to be submitted to the SEA YES__ NO__

12. PAC meetings are held at least four times per year. YES__ NO__

13. Minutes of each meeting are on file and available for review by the general public. YES__ NO__

14. Principals and Title I teachers are actively involved in PAC activities. YES__ NO__

COMMENTS:

II. B.

STAFF MANAGEMENT

THE LEA SYSTEMATICALLY EMPLOYS STAFF MANAGEMENT PRACTICES

CRITERIA:

1. The LEA has distributed an organizational chart to all Title I and other appropriate personnel which shows the staffing pattern at the LEA level and which reflects responsibilities for Title I personnel, program supervision, and administration. YES__ NO__

2. A current job description for each type Title I position, as approved in the project proposal:

   a) is on file in the Title I office YES__ NO__

   b) was distributed to each person filling that type position YES__ NO__

3. All professional educational personnel:

   a) hold current North Carolina Class A or G certificates YES__ NO__

   b) are certified to work in the positions assigned YES__ NO__

4. Other specialists:

   a) are certified YES__ NO__ NA__

   b) have assignments that are in keeping with their certification YES__ NO__ NA__

5. All approved positions in the project application have been filled. (Appendix B). YES__ NO__

6. Personnel are assigned to positions as approved in the application. YES__ NO__

7. Each Title I employee has been assigned only those duties, activities, or services that are directly related to the approved project. YES__ NO__

8. All Title I employees are assigned to perform services that supplement rather than supplant services required or available from local or State sources. YES__ NO__

9. The number of pupils assigned teachers, tutors, or support personnel does not exceed that approved in the project. YES__ NO__

10. All Title I para-professionals are supervised by highly qualified professionals. YES__ NO__

11. All Title I employees are included in the employee performance evaluation system. YES__ NO__

12. The LEA affords each employee an opportunity to review and to respond to the individual's performance evaluation. YES__ NO__

COMMENTS:

II. C.

STAFF DEVELOPMENT

THE LEA SYSTEMATICALLY CONDUCTS STAFF DEVELOPMENT ACTIVITIES

CRITERIA:

1. Documentation exists to show that a need assessment has been conducted to identify current Title I personnel instructional skill needs, or related competencies necessary to improve the effectiveness of the project. YES__ NO__

2. The LEA has conducted staff development activities for:

   a) Title I professionals YES__ NO__
   b) Title I para-professionals YES__ NO__
   c) volunteers assisting in the project YES__ NO__
   d) PAC members YES__ NO__

3. Staff development activities for Title I personnel were:

   a) directly related to the services performed YES__ NO__
   b) designed to meet the highest priority identified need YES__ NO__

4. Staff development activities were conducted jointly for Title I teachers and aides who work together. YES__ NO__

5. The total faculty of each project school and the central office staff were provided information about or orientation to:

   a) the Title I Regulations and Guidelines YES__ NO__
   b) needs assessment YES__ NO__
   c) the approved Title I instruction and support plans YES__ NO__
   d) procedures and criteria for selecting Title I participants YES__ NO__
   e) evaluation plans YES__ NO__
   f) parent involvement YES__ NO__

COMMENTS:

II. D.

EQUIPMENT AND MATERIALS

THE LEA SYSTEMATICALLY CONTROLS THE USE OF EQUIPMENT AND MATERIALS

CRITERIA:

1. Materials used in each activity are designed so that educationally deprived children can perform successfully. YES__ NO__

2. Materials purchased for each activity are:

   a) in adequate supply to meet program needs YES__ NO__

   b) not in excess of the quantity required for project implementation YES__ NO__

3. Equipment, materials and supplies purchased with Title I funds are being used to achieve the project's objectives. YES__ NO__

4. An appropriate inventory record system of Title I equipment is maintained. YES__ NO__

5. A physical inventory of equipment is taken at least once every two years. YES__ NO__

6. Each item of equipment purchased with Title I funds is permanently labeled as Title I property. YES__ NO__

7. All equipment purchased by Title I is needed in the current project activities. YES__ NO__

8. Title I equipment is located so as to enhance its exclusive use in Title I activities. YES__ NO__

9. The LEA maintains control of the use of Title I equipment loaned to private schools or institutions. YES__ NO__ NA__

10. A control system is implemented to prevent loss, damage or theft of property. YES__ NO__

11. Maintenance procedures are implemented to keep property in good condition. YES__ NO__

12. Proper transfer procedures are followed in the disposition of surplus equipment to insure its use by other USOE programs, federal programs, or the LEA. YES__ NO__

13. Proper sale procedures are followed to insure the highest possible return for surplus equipment to be sold. YES__ NO__

14. Proper disposal procedures are followed in the disposition of worthless equipment. YES__ NO__

COMMENTS:

III. A

COMPARABILITY

THE LEA SYSTEMATICALLY MEETS COMPARABILITY REQUIREMENTS NA__

CRITERIA:

1. The LEA administrative staff have been made aware of:

   a) the concepts of comparability among Title I and non-Title I schools YES__ NO__

   b) the penalties of failure to achieve and maintain comparability YES__ NO__

2. The LEA has delegated responsibilities for completing comparability reports and monitoring the maintenance of comparability. YES__ NO__

3. The LEA has implemented a written plan for regularly monitoring the maintenance of comparability. YES__ NO__

4. Records and worksheets demonstrating the maintenance of comparability for the entire year are filed, readily available and auditable. YES__ NO__

COMMENTS:

III. B.

MANAGEMENT AND MONITORING

THE LEA SYSTEMATICALLY MANAGES AND MONITORS ITS TITLE I OPERATION

CRITERIA:

1. The LEA has a Title I management information and reporting system that provides for the planning and controlling of staff activities associated with:

   a) establishing and maintaining Title I Organization/ LEA communication channels — YES__ NO__
   b) permitting timely response to Federal/SEA information requirements — YES__ NO__
   c) fiscal management - all areas — YES__ NO__
   d) Title I school eligibility — YES__ NO__
   e) project school identification — YES__ NO__
   f) comparability — YES__ NO__
   g) resource identification/coordination/utilization — YES__ NO__
   h) private school participation — YES__ NO__
   i) parental involvement — YES__ NO__
   j) needs assessment — YES__ NO__
   k) Title I participant eligibility — YES__ NO__
   l) performance objectives — YES__ NO__
   m) compliance with regulations and guidelines — YES__ NO__
   n) evaluation — YES__ NO__
   o) project management/administration — YES__ NO__
   p) dissemination — YES__ NO__
   q) inservice training - staff — YES__ NO__
   r) inservice training - parents — YES__ NO__

2. The LEA has policies and objectives for monitoring visits to project schools and other project components. — YES__ NO__

3. The LEA schedules regular visits to each project school and other project components. — YES__ NO__

4. The LEA monitors the following areas of concern in each project school and other project components:

a)	school eligibility	YES__ NO__
b)	comparability	YES__ NO__
c)	project budget	YES__ NO__
d)	needs assessment	YES__ NO__
e)	participant eligibility	YES__ NO__
f)	performance objectives	YES__ NO__
g)	resource identification/coordination/utilization	YES__ NO__
h)	staff development	YES__ NO__
i)	parental involvement	YES__ NO__
j)	private school pupil participation	YES__ NO__
k)	project scope	YES__ NO__
l)	project size	YES__ NO__
m)	project quality	YES__ NO__
n)	evaluation design	YES__ NO__
o)	dissemination design	YES__ NO__
p)	project management/administration	YES__ NO__
q)	compliance with federal and State regulations and guidelines	YES__ NO__

5. The LEA has procedures and guidelines to respond to complaints from target schools, other project components, Title I parent councils, parents, community groups, etc. YES__ NO__

COMMENTS:

III. C.

EVALUATION

THE LEA SYSTEMATICALLY EVALUATES THE TITLE I PROGRAM

CRITERIA:

1. A copy of the previous year's LEA evaluation of the Title I funded activities is on file in each project school. YES__ NO__

2. The LEA Title I evaluation results from the previous year have been reviewed with each:

   a) project school faculty YES__ NO__

   b) school parent advisory council YES__ NO__

3. Evaluation findings have been used in need assessment studies. YES__ NO__

4. The LEA Title I objectives in each instructional area, as measured in terms of objective standards or norms, during the previous school year were (mark one):

   a) exceeded at each grade level YES__

   b) achieved at each grade level YES__

   c) achieved at some grade levels but not at others YES__

   d) not achieved at any grade level YES__

5. The LEA Title I objectives in each support area were achieved during the previous school year. YES__ NO__ NA__

6. Plans for Title I instructional improvement, based upon evaluation results, have been:

   a) cooperatively developed with the faculty of each project school YES__ NO__

   b) distributed to the faculty of each project school YES__ NO__

   c) discussed with the faculty of each project school YES__ NO__

7. The current written evaluation plan, including procedures, techniques, and evaluation design,

   a) has been shared with and explained to the faculty of each project school YES__ NO__

b) is at that point in its implementation as called for in the plan YES__ NO__

8. The LEA has developed procedures, including instruments, for identifying and evaluating exemplary programs in project schools which may merit validation. YES__ NO__

9. The LEA has identified the _____ program in _____ School as an exemplary Title I program. YES__ NO__

10. The LEA has established procedures and has developed instruments for evaluating the effectiveness of staff development of Title I personnel. YES__ NO__

11. The LEA has established procedures and has developed instruments for evaluating the effectiveness of PAC activities. YES__ NO__

COMMENTS:

III. D.

DISSEMINATION

THE LEA SYSTEMATICALLY DISSEMINATES TITLE I INFORMATION TO INTERESTED INDIVIDUALS AND AGENCIES

CRITERIA:

1. There is documentary evidence to show that the LEA reviews, selects, and disseminates significant information on the latest developments and most recent experiments in Compensatory Education to teachers and educational administrators. YES__ NO__

2. There is documentary evidence to show that the LEA disseminates significant information concerning:

   a) Title I legislation to:

      1. the local school system professional staff YES__ NO__
      2. parents of participants YES__ NO__
      3. PACs YES__ NO__
      4) local groups YES__ NO__

   b) Past and current Title I programs to:

      1. the local school system professional staff YES__ NO__
      2. parents of participants YES__ NO__
      3. PACs YES__ NO__
      4. local groups YES__ NO__
      5. groups beyond the LEA boundary YES__ NO__

   c) Evaluations to:

      1. the local school system professional staff YES__ NO__
      2. parents of participants YES__ NO__
      3. PACs YES__ NO__
      4. local groups YES__ NO__
      5. groups beyond LEA boundary YES__ NO__

3. Copies of Title I project applications, project evaluations, comparability reports, and other reports submitted to the State Agency are provided free, or at reasonable cost, to parents and other members of the public upon request. YES__ NO__

COMMENTS:

APPENDIX A

PUPIL AND PERSONNEL OVERVIEW CHART

LEA _____

FY _____

SUBJECT AREA OF _____

GIVE THE CRITERION USED TO DETERMINE THE NUMBER OF EDUCATIONALLY DEPRIVED PUPILS _____

GIVE THE CRITERION USED TO SELECT TITLE I PUPILS TO BE SERVED _____

ELIGIBLE SCHOOLS LISTED IN INCOME DEPRIVATION RANK ORDER (Page 2)--------	Rank Order No___ Grade Span___	Rank Order No___ Grade Span___	Rank Order No___ Grade Span___	Rank Order No___ Grade Span___	Rank Order No___ Grade Span___	
	NUMBER OF PUPILS BY GRADES					GRADE TOTALS
GRADE LEVEL	No. of Ed. Deprived Pupils / Pupils to be served	No. of Ed. Deprived Pupils / Pupils to be served	No. of Ed. Deprived Pupils / Pupils to be served	No. of Ed. Deprived Pupils / Pupils to be served	No. of Ed. Deprived Pupils / Pupils to be served	No. of Ed. Deprived Pupils / Pupils to be served
K						
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
SCHOOL TOTALS						
No. of Title I Instructional Staff — Prof.						
No. of Title I Instructional Staff — Para.						
Pupil/Professional Ratio						
Non-Title I Compensatory Staff — Prof.						
Non-Title I Compensatory Staff — Para.						
Additional Deprived Title I Pupils Served						
Total Deprived Title I Pupils Served						

27 88

DIRECTIONS FOR COMPLETING APPENDIX A CHART

Information to be provided on the form titled PUPIL AND PERSONNEL OVERVIEW CHART is intended to provide the LEA and SEA with data concerning the concentration of children who have educational problems in each instructional area supplemented with Title I funds according to individual schools and grades. Also, it will show where and to what extent Title I instruction is being provided. Directions for filling in this information on this form are below:

1. SUBJECT AREA. Complete one sheet for each Title I instructional activity.
2. EDUCATIONALLY DEPRIVED PUPILS. State the criterion used in the current project for conducting the needs analysis for this particular subject area. For example, you may have identified the number of students in grades 1-8 found to be six months or more below grade level in reading comprehension as measured by the Metropolitan Achievement Test.
3. PUPILS TO BE SERVED CRITERION. State the objective educational deprivation criterion (criteria) approved in the current project for the selection of participants in this specific instructional area.
4. ELIGIBLE SCHOOLS LISTED IN INCOME DEPRIVATION RANK ORDER. All eligible schools listed on Page 2 of the current project should be listed in order from left-to-right, highest-to-lowest. Indicate the rank order number and show the grade span included in the school.
5. NUMBER OF EDUCATIONALLY DEPRIVED PUPILS BY GRADES. The number of educationally deprived pupils as well as the number of pupils to be served should be indicated for each grade and for each school for the specific instructional service for which this sheet is completed. Total each grade for both numbers of eligible pupils and pupils to be served.
6. SCHOOL TOTALS. Total the number of deprived pupils and pupils to be served for each school.
7. TITLE I INSTRUCTIONAL STAFF. Give the number of each type of Title I instructional staff (professional and para-professional) for each school for this subject area.

   Example: Professionals (teachers) - 2

   Para-Professionals (aides or tutors) - 2

8. PUPILS/PROFESSIONAL RATIO. This should be calculated only for professionals.
9. NON-TITLE I COMPENSATORY STAFF. Give the number of other compensatory positions in this particular subject area in each school. For example, reading staff positions funded by Migrant Education, Indian Education Act, ESAA, local, or State Compensatory positions.
10. Give the number of additional educationally deprived pupils to be served from those other sources.
11. Show the number of educationally deprived pupils who will not be served by Title I or some other compensatory program.

APPENDIX B

STAFF ASSIGNMENT CHART

NAME OF LEA _____ FY _____

I. Administrative Staff:

Name	Assignment	Area of Certification	Class of Certification	Time employed by Title I

II. Supportive Staff:

Name	Assignment	Area of Certification	Class of Certification	Time employed by Title I

III. Instructional Staff: *

School _____; Deprivation Rank Order _____; Title I Grade Levels ____

PROFESSIONAL

Name	Assignment	Pupil Load	Area of Certification	Class of Certification	Time spent in this school

PARA-PROFESSIONAL

Name	Assignment	Qualification	Time spent in this school

*NOTE: Repeat this format for each school that has assigned Title I Personnel.

DIRECTIONS FOR COMPLETING

APPENDIX B CHART

The staff assignment chart was designed to provide current information on the qualifications and assignment of the individual Title I staff members approved in the project according to schools. Fill in the information requested.

The administrative and support staff information need be filled in only on the first school chart.

APPENDIX C

LEA _____

DATE _____

TITLE I SELF-MONITORING PROFILE CHART

(BASED UPON THE COMPLETION OF THE SELF-MONITORING INSTRUMENT)

	0	1	2	3	4	5
I. PROGRAM DEVELOPMENT						
THE LEA SYSTEMATICALLY:						
1. DETERMINES ELIGIBLE ATTENDANCE AREAS						
2. CONDUCTS NEEDS ASSESSMENT						
3. CONCENTRATES ITS PROGRAM ACCORDING TO PRIORITY						
4. SERVES ELIGIBLE PRIVATE SCHOOL CHILDREN						
II. PROGRAM IMPLEMENTATION						
THE LEA SYSTEMATICALLY:						
1. MEETS PARENT ADVISORY COUNCIL REQUIREMENTS						
2. EMPLOYS STAFF MANAGEMENT PRACTICES						
3. CONDUCTS STAFF DEVELOPMENT ACTIVITIES						
4. CONTROLS THE USE OF EQUIPMENT AND MATERIALS						
III. PROGRAM REVIEW AND REPORTING						
THE LEA SYSTEMATICALLY:						
1. MEETS COMPARABILITY REQUIREMENTS						
2. MANAGES AND MONITORS ITS PROJECT						
3. EVALUATES ITS TITLE I PROJECT						
4. DISSEMINATES PROJECT INFORMATION						
	0	1	2	3	4	5

RATING SCALE

0. NOT APPLICABLE
1. FAILS TO MEET NEEDS - MUCH BELOW AVERAGE - EXTREME NEED FOR IMPROVEMENT
2. FAILS TO MEET NEEDS - BELOW AVERAGE - GREAT NEED FOR IMPROVEMENT
3. MEETS NEEDS - AVERAGE - IMPROVEMENTS COULD BE MADE
4. MEETS NEEDS - ABOVE AVERAGE
5. EXEMPLARY - MUCH ABOVE AVERAGE - WORTHY OF DISSEMINATION

INSTRUCTIONS FOR COMPLETING THE APPENDIX C
SELF-MONITORING PROFILE CHART

FEB 15 1976

The Self-Monitoring Profile Chart provides a rating scale for use in summarizing responses made to the criteria in the twelve (12) subsections of the Title I Self-Monitoring Instrument.

The same people involved in the self-monitoring process should jointly complete the profile sheet. Sufficient time and adequate meeting space should be reserved to permit discussion of individual ratings in order to reach a consensus on the twelve (12) items listed on the profile chart. The consensus should be recorded on a single Self-Monitoring Profile Chart thereby reflecting the agreed upon status of the LEA's Title I program.

The profile thus obtained indicates the general strengths and weaknesses of the Title I program. More specific information about these strengths and weaknesses can be derived from the study of the responses to criterion statements included in the longer self-monitoring instrument.

RATING SCALE DEFINITIONS

0 - NOT APPLICABLE - This rating should be used when, due to circumstances, the criteria in a major area are not appropriate and consequently no practices exist to satisfy them.

1 - FAILS TO MEET NEEDS - (Much below average - extreme need for improvements) This rating should be used when there has been no effort, insignificant effort to satisfy minimum needs, or existing practices are so poorly implemented that there is extreme need to initiate plans and make drastic improvements to meet minimum needs.

2 - FAILS TO MEET NEEDS - (Below average - great need to improve) This rating should be used when the existing practices in the topic areas fail to meet enough of the requirements or recommendations implied in the criteria to satisfy even minimal needs and there is great need for improvement.

3 - MEETS NEEDS - (Average - improvement could be made) This rating should be used when the existing practices in the topic area satisfy the requirements and recommendations implied in the criteria to the degree that minimal needs are met, but there is still need to improve what currently exists.

4 - MEETS NEEDS - (Above average) This rating should be used when the existing practices in a topic area satisfy the requirements and recommendations implied in the criteria in a commendable manner and to the degree that there is little need to improve what currently exists.

5 - EXEMPLARY - (Much above average - worthy of dissemination) This rating should be used when the existing practices in the topic area exceed the requirements and recommendations implied in the criteria in every respect and to the degree that others might benefit from information about this area if it were in proper form for dissemination.